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ABSTRACT

This paper describes some of the activities of the Women's Action Alliance, a technical assistance organization designed to establish a teacher/parent consciousness raising program, and to develop an early childhood nonsexist curriculum program. Included is a list of a variety of nonsexist instructional materials (children's toys, pictures, records, dolls, books, etc.). There is also an annotated bibliography of nonsexist picture books for children and background readings in sex-role stereotyping for adults. (CS)

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ED 093476

NON-SEXIST CHILD DEVELOPMENT PROJECT

- PROGRAM DESCRIPTION
- ANNOTATED BIBLIOGRAPHY
- MATERIALS RESOURCE LIST

PS 007287

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SEX-STEREOTYPING IN CHILD CARE

HOW CAN A CHILD CARE CENTER OFFER THE GREATEST POSSIBILITY FOR A CHILD'S GROWTH AND DEVELOPMENT WITHOUT DEALING WITH THE SEX-STEREOTYPING THAT RESTRICTS A CHILD TO A TRADITIONAL ROLE MODEL?

IT CAN'T!

Imposed sex roles restrict the choices available for girls and boys by prescribing and rewarding the appropriate behavior for each. Examples of this can be found in examining the program areas in child care centers:

- Children's books portray mothers in kitchens and fathers at work while in reality most of the mothers of these children have jobs and responsibilities outside the home. Most children's stories focus on the advehtures of boys, and if girls are represented, it is as weak, passive characters.

- While girls are taught to be creative with tea sets, doll cribs, brooms and cookie trays; boys are encouraged to build a new world with blocks and erector sets.

- Television offers two potential hazards: its programming and its commercials. Do we want our daughters to focus their attention primarily on how to look pretty for their boyfriends, how to cook great meals for their husbands and how to keep the family wash whiter than white? Even "Sesame Street" with its notable educational achievements rarely lets the woman out of the kitchen or the man into it.

HOW DO WE INSURE THE FREEDOM FOR CHILDREN TO DEVELOP THEIR FULL INDIVIDUALITY? HOW DO WE PRESENT POSITIVE AND MORE REALISTIC CHARACTER IMAGES WITH WHICH CHILDREN CAN IDENTIFY--MODELS THAT PROVIDE ALTERNATIVES TO THE EXAGGERATED STEREOTYPE OF THE MALE WHO CAN ONLY BE PHYSICALLY STRONG AND EMOTIONALLY STERILE AND OF THE FEMALE WHO CAN ONLY BE PHYSICALLY WEAK AND EMOTIONALLY SENSITIVE?

If affirmative programming to end sex-stereotyping is not an integral part of a child care curriculum, then each center is serving to reinforce society's destructive sex roles.

- o There must be a preparatory program for all involved in the center to sensitize them to the destructiveness of role conditioning and to explore the ways to relieve it.

- o While children are watching television, there must be supportive discussion in order to help children realize the distortion in role models presented.

- o The same supportive conversation is necessary during story hour. Also, children's literature must be replaced with new materials being written which are free of sex-stereotypes and which provide positive and varied role images for both sexes.

- o The staff should be creative in encouraging the integration of play areas so that boys do not feel guilty playing with dolls and girls are given the opportunity to play with blocks.

One of the first projects conceived by the Women's Action Alliance, a non-profit, tax exempt, technical assistance organization founded in January, 1972, was the development of an early childhood non-sexist curriculum guide and teacher/parent consciousness raising program. The development of this project has remained central to the Alliance and reflects its deep commitment to offer children the maximum chance to develop to their fullest potential from the very beginning of their education. Children in the early childhood years from three to six are just beginning to identify themselves in relation to the world about them. It therefore seems to us to be the ideal time to present the world about them as a place where they can freely choose from a wide variety of options, unencumbered by sex-stereotyping. To this end we have developed materials and a philosophical point of view that fosters respect and understanding for all of the marvelous variety that humanity can create. The program includes the following:

- o A series of observations in depth, to determine what is now going on in a variety of early childhood centers.

- o Compilation, dissemination and interpretation of a set of questionnaires for parents designed to find out the different attitudes they apply to raising male and female children.

- o In-service teacher training with an emphasis on consciousness-raising.

- o Work with parents in discussion groups devoted to the topic of non-sexist child rearing approaches.

- o Dissemination of bibliographies (for both adults and children) and other pertinent reading material to the above-mentioned teachers and parents.

- Development of non-sexist teaching materials for use in classrooms and homes.

- Suggestions for teacher and child made materials that reflect a non-stereotyped view of the child's environment.

- A curriculum guide that can be adapted for both the pre-school child and also for older children who are involved in after-school programs in day care centers.

CURRICULUM

The curriculum developed for this project has Social Studies as its core. It is basically a curriculum of trips taken into the community. The focal point of the trips is to look at the variety of people and the jobs they do. For younger children the community may extend only to the few blocks surrounding their school. Emphasis should be placed on the non-stereotypic things that the children observe on the trip. For the older children the trips can extend over a much larger geographic area. They can explore their city, suburb or rural area by bus, car or train, and record for the younger children with cameras the variety of options that exist for all people. The children will need to be guided, by skillful teachers, to seek out the unusual; to challenge the stereotypes they find; to question all that they see. Discussion should follow each trip, always guided by the teacher so that the maximum possibilities are explored.

EXAMPLE: Children of three and four can discuss their families, which is what they know best, but the less stereotyped functions of mothers and fathers, grandmothers and grandfathers, etc., can be pointed out to them. The variety of talents in a family can be explored and those with unusual jobs can be invited to tell the children about their work. Recently, in one classroom of three year olds, women who were opera singers, folk singers, horticulturists, and photographers, as well as mothers of children, in the group, were invited to share their expertise with the children. The children were quite aware after this experience that "mommies" were "experts" in many fields.

EXAMPLE: Children of four and five can walk their neighborhood seeking the unusual. The man who sews for a living can be found in the local tailor shop; the woman who is a doctor or a lawyer or a superintendent can be interviewed by the children about her work. Follow up in the classroom can be done by having the children compose experience charts, expressing in their own words, what they have seen. Children can make murals of their trips or individual books about people, families, jobs, stores, etc., always with the emphasis on people in the variety of roles in which they actually function, rather than in the stereotype of roles that books and television try to tell us they function in.

EXAMPLE: Children of five years and up can successfully use still cameras and filming equipment to record their trips. They can be encouraged to develop captions for their pictures and bind them into books which can be placed on the classroom shelves along with the regular library materials. In this way they will be seeing daily an enlarged view of the options that people can have.

EXAMPLE: Teenagers who spend volunteer time in a day care center can be encouraged to make books and charts for use by the younger children. Because they are able to be more mobile than the younger children they can bring information about the larger community into the school. For example, a trip to a local hospital could result in a photo-chart of the myriad of jobs performed by both men and women. The picture of a male nurse or a female doctor could be chosen as the jumping off point for a discussion with a group of six year olds, led by a teenage observer.

Curriculum units developed for the project include:

(1) Jobs People Do.
(2) Family.
(3) Homemaking as a Complex Administrative and Creative Job.

EQUIPMENT

(1) Puzzles - Set of puzzles showing people in unusual jobs. Puzzles for children are usually of unrealistic animals, cartoon like children or adults performing stereotypic activities. Our set includes people in unusual jobs, ex., a female telephone installer, a male operator, a police-woman, fathers in the nurturing role, a father and son kissing, a father feeding his infant; and children in action, ex., a boy and girl who have been fishing together.

(2) Lotto - A photographic lotto game called "Children at Play Lotto." This set has six cards which show boys and girls in active play. The usual way to depict children is to have girls watching boys in active play while they engage in quiet activity only. Our set shows girls chasing balls, tumbling, running track, etc. Whenever possible boys and girls have been shown doing the same thing.

(3) Flannel Board - A set of flannel board figures showing men and women in counterpart community roles. For example, although many women are now postal workers, no commercially produced set reflects this societal change. Our set includes the following male and female community workers; police, postal, doctors, nurses and carpenters.

(4) Photos - A set of resource photos for teachers. This is a collection of photographs which teachers may incorporate into charts, teacher made books, or just place around the room as one would use pictures of cars, trucks, airplanes, animals, food, etc. They include photos of women in professional jobs (dentist, veterinarian, judge), women in community jobs (postal worker, police officer, car mechanic), and fathers in the nurturing role.

(5) Block Accessories - A set of block accessories which again show men and women in counterpart community jobs. This set is comprised of the same figures as the flannel board set but mounted on wooden stands so that they can be used in block play.

(b) Records - "Free to Be You & Me." This is a non-sexist children's record with excellent music and stories. The songs tell children that they can choose from many options, that one can't always tell boys and girls from stereotyped clues, that "Parents are People" who have various kinds of jobs, that "It's All Right to Cry." The record spans a wide age range (about 3 to 10 years) and is distinguished by its excellent music and its sense of humor.

BOOKS

A library of non-sexist books. This is a small but select collection which reflects the philosophy of the project. Whenever possible, classic children's books which are well written and have excellent illustrations have been chosen. However, some "message" books from the feminist movement have been included as well. While these are not perfect, they are what is presently available and can be used to spark discussion about people in non-stereotypical roles. Included are books that show mothers working outside the home, fathers nurturing their children, girls in competent, leadership roles and boys who display the wide range of human feelings including gentleness and sensitivity.

Although the books listed below also appear on the enclosed bibliography, they are described here as they pertain to the curriculum, rather than in more general terms.

Mommies at Work by Eve Merriam is included to give the children who have working mothers an image of their mother in a book. We need to balance for these children the overwhelming image of woman as homemaker.

William's Doll by Charlotte Zolotow provides an opportunity to challenge a major stereotype in our society; it gives a completely logical reason why all children need the experience of nurturing that dolls provide, and opens up endless possibilities for discussion with children.

Martin's Father by Margit Eichler is included for two reasons. First because it shows Martin's father in the nurturing role and secondly because it suggests that this is a one parent home (it is not explicit about this) and those children who come from one parent homes may find comfort in a story that depicts such a home.

Firegirl by Farley Rich: This is the kind of aspiration theme that usually has a boy for the hero. In this case it is a girl who wants to fight fires and who performs a daring rescue.

Rosa-too-Little by Sue Felt: This is a story of the growing competency and diligence of a small Puerto Rican girl. It is included because stories which deal with competence are rarely written about girls.

Crow Boy by Tare Yashima: This classic children's story is included mainly because it deals with the feelings of a young boy, a subject seldom treated in children's literature. It is also the story of another culture and has a male teacher working with elementary age school children. It can be used to help children express their feelings about being hurt and how they show these feelings to others.

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These books can be used as catalysts to stimulate discussion about their themes. (Even three year olds have reactions to William's Doll.) They can also illustrate the other areas of curriculum. For example: Mommies at Work can follow the work the children have done finding out what kinds of work their own mothers perform or what jobs women do in their neighborhood. It can be used in conjunction with a story about a mother who stays home and both types of mothers can gain acceptance this way. An additional activity for fives and up would be to make up graphs and charts showing the multiple roles adults may hold, variety of jobs available, how many jobs are within the community, etc. William's Doll can be used to help the children express how their own father's help to take care of them. Through discussion, understanding the many facets of a father's role can be enhanced. Reading Crow Boy to a group of fives and sixes who have been hurting each others feelings, can do more than a thousand speeches!

TELEVISION

Another important and easily available source of curriculum is television. Children as young as four or five can begin to look at TV critically. Young children can be given "homework" assignments to find unreal ways that men and women are presented in commercials. They can be helped to recognize "silly" women and men who are not really typical of the men and women they know.

Older children can become involved in letter writing campaigns to let advertisers know that their stereotyped messages are unacceptable. Looking at TV critically can be expanded to include nutrition, shoddy merchandise, and violence as topics of discussion with children.

Whatever the curriculum in a given room of an early childhood center, children should be provided with opportunities to express their feelings and thoughts. The many openings a teacher finds in daily work with young children must be seized upon and made use of in order to constantly clarify and enlarge for each child the options which are available to her or him. The interaction on an individual basis, that is the core of a good early childhood program, is, as ever, the main source of curriculum.

As in all Early Childhood Teaching the greatest opportunity for curriculum is in the daily interaction of teacher with child, and child with child. As soon as one begins to listen to children and observe them in dramatic play one has countless opportunities to combat sex stereotyping. Stepping in when a girl says, "I can't be the doctor" and questioning that kind of self-stereotyping is the crux of our philosophy. Making boys feel that they can show a larger range of their emotions and still be "real boys" is the other side of it and we must bring both aspects into our classrooms. Awareness is the key, for once the teacher is aware of the need to help children realize that they are not limited in their future options by their biological sex, as he/she is aware of the need to develop each child's sense of mathematics, or pre-reading skills, or any other aspect of his or her development, the teacher will then find countless opportunities for teaching with this focus.

ADDENDUM

September 1973

Beginning in September we will bring our non-sexist curriculum into four demonstration centers in the New York area. Puzzles, lotto games, flannel boards, block accessories, etc., that we have designed are part of the material packets for each center. We are hoping to have these materials mass-produced for home and school markets by September 1974.

The program will start with a series of in-service training sessions for teachers in the following areas: consciousness raising, explanation of materials, explanation of curriculum, and techniques for implementation.

Meetings with parents of the children in the centers will discuss different attitudes towards boy children and girl children by mothers and fathers and provide consciousness raising for the parents. After six to eight weeks, we will again meet with parents and teachers to get feedback on the effects of our curriculum and materials and the adequacy of our techniques for implementation. Any necessary revisions will then be made.

We expect our completed curriculum manual to be ready
national distribution. We are now exploring the possibility of filming some of the activity in the demonstration centers in order to develop a training film for national distribution.

CONTACT

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(212) 685-0800

AN ANNOTATED BIBLIOGRAPHY OF NON-SEXIST PICTURE BOOKS FOR CHILDREN

The Story of Ferdinand, by Munro Leaf, illustrated by Robert Lawson. NY: Viking Press, 1936. This classic story written in 1936 is about a non-stereotyped bull! He is gentle, quiet, peace loving and fond of flowers. He does not like to fight, charge or roar; but he is still a great big, strong bull. It is a fine non-sexist book, because it subtly criticizes prescribed roles.

Mommies at Work, by Eve Merriam, illustrated by Beni Montresor. NY: Alfred A. Knopf, 1955. This is the best available book about mothers who work outside the home. It has a positive tone and combines well the homemaking and working qualities of women. It also depicts many interesting jobs held by women.

Boys & Girls, Girls & Boys, by Eve Merriam, illustrated by Harriet Sherman. NY: Holt Owlet, 1972. Though by the same author, this book is not as successful as Mommies at Work. It has merit in that it shows boys and girls who are friends with each other; it depicts children of several ethnic groups; and it shows children with a wide variety of interests which are not sex-typed. The illustrations are often crowded and confusing and at times the children are almost grotesque. However, it shows both boys and girls hugging soft toys in bed, catching bugs and worms, and helping with household chores.

Martin's Father, by Margrit Eichler, illustrated by Bev Magennis Lollipop Power, Inc., 1971. This very simple story is about a nurturing father. It shows Martin and his father performing all the housekeeping tasks essential to daily life as well as enjoying play situations together. Although it never specifically states that no mother is present in the family, it can be used as a story with which one-parent children can identify. The fact that the nurturing parent in this case is the father makes this book a fine addition to a non-sexist booklist.

Williams Doll, by Charlotte Zolotow, illustrated by William Pene DuBois. NY: Harper & Row, 1972 This well-written book is by an experienced and well-known children's author. It is outstanding for both the quality of its language and its message. It is about a boy who wants a doll to nuture, and about the reactions of his family and friends to his request. When the grandmother has to explain to William's father her reasons for buying William the doll he wants, she gives a moving account of the importance of the development of gentle and nurturing qualities in prospective fathers.

Joshua's Day, by Sandra Lucas Surowiecki. Lollipop Power, Inc: 1972. Joshua lives in a one parent home. His mother, who is a photographer, drops him off each morning at a Day Car Center where he interacts with both boys and girls.

Rosa-Too-Little, by Sue Felt. NY: Doubleday, 1950. Rosa-Too-Little is a story of competence and achievement with a little girl as the main character. Rosa wants a library card and has to learn to write her name to get one. She perseveres all summer and achieves her goal. It has fine pictures of summer in the city and since Rosa is Puerto Rican, it has the added attraction of bening a success story about a minority child.

Firegirl, by Gibson Rich, illustrated by Charlotte P. Farley. NY: The Feminist Press, 1972. Firegirl is a story of an eight-year-old who aspires to be a fire-person.. This is a common enough theme but in this case the child is an eight-year-old girl! This is a "message" book and carefully interwoven are all the facets of feminism. Jennifer is spunky, persistent and courageous and emerges a heroine. This book is a good one because there are not many books where girls are shown with all these traits, and it is well done.

Crow Boy, by Taro Yashima. NY: Viking Press, 1955. Another classic children's book which belongs on a non-sexist book list. Crow Boy deals with the feelings of a young boy, a subject not usually dealt with in stories for young children. Chibi is the butt of all class jokes for six years in elementary school until a male teacher takes the time to discover his uniqueness as a person. By letting Chibi display his unusual talent, he helps the children to realize that they never bothered to find out what kind of person Chibi was, just because he was a little different. A further asset of Crow Boy as a non-sexist book is that it deals with another culture, rural Japan. It also teaches the appreciation of difference.

A few suggestions for older children:

Charlotte's Web by E. B. White, illustrated by Garth Williams. NY: Harper & Brothers, 1952. Charlotte, the spider who saves Wilbur from the butcher, is female, intelligent, nervy, ingenious and a true friend!

The Courage of Sarah Noble, by Alice Dalghiesh, illustrated by Leonard Weisgard. NY: Scribner & Sons, 1954. Just the title of this book earns it a place on a non-sexist book list. One doesn't usually see the word courage coupled with a girl's name! This is a true story of an eight-year-old girl who goes with her father into the wilderness. Although she performs the "womanly" task of cooking for him, she is vital to his survival. She struggles with the fear of living in the wilderness and copes exceedingly well. Also, there is a positive view of Indians in the book. Sarah's father leaves her in their care while he fetches the rest of the family. A welcome relief from the "savage" stereotype! Sarah's courage is formidable and she is a fine role model for any child to have.

Pippi Longstocking, by Astrid Lindgren, illustrated by Louis S. Glanzman. NY: Viking, 1950. Pippi is an action-oriented, adventurous, courageous, mischievous, inventive, funny, independent girl! A must for any non-sexist booklist!

AN ANNOTATED BIBLIOGRAPHY OF BACKGROUND READINGS IN SEX-ROLE STEREOTYPING FOR ADULTS

The Development of Sex-Role Differences, edited by Eleanor E. Maccoby. California: Stanford University Press, 1966. An excellent up-to-date collection of articles on the development of sex differences. Especially recommended are the articles by Maccoby, "Sex Differences in Intellectual Functioning"; Kohlberg, "A Cognitive-Development Analysis of Children's Sex-Role Concepts and Attitudes"; and for an anthropological viewpoint, Roy B. D'Andrades, "Sex Differences on Cultural Institutions."

Child-Rearing Antecedents of Masculine Identification in Kindergarten Boys, by Paul Mussen and Luther Distler. California: University of California, 1960, Child Development, volume 31, number 1, pages 89-100. This study deals with boys in home situations where the roles are not rigidly defined, and the fathers are warm, affectionate and nurturant. It shows that these boys have a much stronger identification with the father than boys who are in home situations in which family roles are rigidly divided.

Carmichael's Manual of Child Psychology, by Leonard Carmichael, edited by Paul H. Musser, third edition. NY: Wiley, 1970. A collection of articles on a wide assortment of topics relating to child development. This manual is frequently revised and updated. It also has a noteworthy bibliography and is known as a standard reference book in the field.

Dick And Jane as Victims. Women on Words and Images, P.O. Box 2163, Princeton, New Jersey, 08540. This pamphlet which reports the findings of a study on sexism in children's readers is a consciousness raising course in itself. All of us learned to read from one of the seventeen series of readers discussed. The statistics revealed are truly startling. Available from the above address for $1.50.

Masculine/Feminine: Readings in Sexual Mythology and the Liberation of Women, Edited by Betty Roszak and Theodore Roszak, NY: Harper & Row, 1969. This anthology traces the sexual stereotypes and the influence of their ideological uses in modern times.

Unlearning the Lie by Barbara Grizzuti Harrison. Liveright: NY, 1973. The Story of how a group of parents decided to challenge the sex-role stereotyping in their children's education. It reveals fascinating insights into the interpersonal conflicts that result when one challenges a social norm

We are now in the process of adding several titles to our bibliography. Among the new titles are:

(1) Bodies by Barbara Brenner with photographs by George Ancona. E.P. Dutton & Co., Inc., New York 1973.

(2) Busy People and how they do their work, by Joe Kaufman, Golden Press, New York 1973.

(3) Mothers Can Do Anything by Joe Lasker. Whitman & Co., 1972.

ADDITIONAL STUDIES AND RESOURCES

RESOURCE CENTER ON SEX ROLES IN EDUCATION
National Foundation for the Improvement of Education
1201 16th Street, N.W.
Washington, D.C. 20036

LOLLIPOP POWER, INC.
P.O. Box 1171
Chapel Hill
North Carolina 27514

THE FEMINIST PRESS
Box 334
College at Old Westbury
Old Westbury, N.Y. 11568

EMMA WILLARD TASK FORCE ON EDUCATION
University Station
P.O. Box 14229
Minneapolis, Minn. 55414

This group of Minneapolis women has published a book, Sexism in Education, which contains information and tools which can be utilized effectively in the classroom plus an extensive bibliography ($3.50 mailed). They are generally concerned with methods of ending sex-stereotyping in schools. The book is a good model for other groups which want to work toward ending sexism in the schools.

COMMITTEE TO STUDY SEX DISCRIMINATION
IN THE KALAMAZOO PUBLIC SCHOOLS
Kalamazoo Public Schools
Office of the Superintendent
1220 Howard Street
Kalamazoo, Mi. 49008

This Committee is composed of seven task forces, five of which have recently completed reports (Elementary School Textbooks, Personnel, Physical Education/ Athletics, Student-Oriented Concerns, and Selected Subjects--a look at value-forming content areas such as home and family life, history and psychology). Each report is available for $1. Testing and counseling and vocational education will be completed by December, 1973. Recently, this group of women has filed a precedent-setting sex discrimination complaint under Title IX of the Education Act charging that the elementary reading text books bought by the Kalamazoo Public Schools discriminate against females.

MATERIALS NOW AVAILABLE

PUZZLES

"Dressing and Undressing" - a boy and girl of the same size holding fishing nets and fish. The clothes come off revealing the biological sex differences. Galt Toys.

"School Crossing Guard" - an occupation puzzle showing a Black policewoman crossing a child (Black) with Oriental and White child in background. While this is not perfect she does have a police badge on her jacket and hat and to young children would seem a "policewoman." Judy Puzzles.

Both puzzles are available through Childcraft Education Corporation, 967 Third Avenue, New York, New York 10022.

PICTURES

Set of 8 photographs of professional women.

Set of 8 photographs of women in community jobs.

Both sets of photographs are available through Feminist Resources for Equal Education, P.O. Box 185 Saxonville Station, Framingham, Massachusetts 01701.

Mutual Benefit Life Insurance Company, 520 Broad Street, Newark, New Jersey 07101, attention Mr. Atno. This company will be glad to send you reprints of its advertisements featuring fathers in the nurturing role.

Your local hospital will probably be glad to send you photographs of female doctors from their files.

RECORD

A delightful non-sexist record called "Free to Be You and Me" may be ordered through Ms. magazine.

The following companies should be encouraged by letters from the consumer urging them to manufacture non-sexist toys and to improve their packaging.

Childcraft Education Corp.
964 Third Avenue
New York, N. Y. 10022

Milton Bradley Co.
Springfield, Mass. 01101

The Instructo Corp.
Paoli, Pa 19301

Ed-u-Cards Corp.
60 Austin Blvd.
Commack, N. Y. 11725

Fisher-Price Toys
200 Fifth Avenue
New York, N. Y. 10010

Miner Industries Inc.
200 Fifth Avenue
New York, N. Y. 10010

Judy Puzzles
General Learning Corp.
Minneapolis, Minn. 55401

Saalfield Publishing Co.
Saalfield Square
Akron, Ohio 44309

Western Publishing Co., Inc.
1220 Mound Avenue
Racine, Wisc. 53404

Also, virtually every toy company has offices in "The Toy Building," 200 Fifth Avenue, New York, N. Y. 10010 so you can object to sexist toys and packaging by writing to them at the above address. Pressure really works. Several recent sexist children's books are out of print as a direct result of pressure!

Two major trade publications in the toy field are:

Playthings (Geyer-McAllister)
51 Madison Avenue
New York, N. Y. 10010

Toys (Harcourt-Brace)
757 Third Avenue
New York, N. Y. 10017

Also a trade association:

Toy Manufacturers of America (Public Relations Dept.)
200 Fifth Avenue
New York, N. Y. 10010